ISSUE #1 2019

PERSPECTIVES

A PUBLICATION FOR THE MEMBERS OF THE ASSOCIATION OF FRATERNITY/SORORITY ADVISORS

WHERE DO WE GO FROM HERE?

"UNFREEZING" FRATERNITY & SORORITY LIFE

| LINDSAY SELL

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LETTER FROM THE PRESIDENT

We cannot escape the ever-present question, "What is the future of fraternity/sorority life?" To me, the conversation is not whether it does - or should - have a future, but rather how the experience needs to evolve to meet the needs of members and our host institutions.

Higher education is similarly grappling with questions about its own future. Among other questions, a decline in the number of high school graduates and increased scrutiny of its value relative to cost and changing student demographics have all led higher education administrators to focus on the long-term sustainability of their institutions. Current trends center on high impact practices, integrative learning, virtual and flipped classrooms, virtual and augmented reality experiences, micro-credentialing, and redesigned learning spaces, to name a few.

If any of these buzzwords are new to you, I suggest you spend some time with the academic affairs, student success, and information technology staff on the campuses you work or have chapters located at. Learn about what keeps them up at night and where they are investing their time and energy. I believe there is an immense opportunity for the fraternity and sorority experience to complement and enhance the long-term strategies of higher education. Finding opportunities for intersection between fraternity and sorority life and institutional priorities will require us to confront how we do our work. We must spend less time on tasks like recruitment supervision, Greek Week planning, and cross-council collaboration. Yes – there can be value and fulfillment within these programmatic endeavors – however, they are unlikely to move the needle on institutional priorities. If we want our work to resonate with higher education leaders, we need to reframe our efforts in new and potentially uncomfortable ways.

The AFA Board of Directors continues to remain focused on our own strategic priorities. By investing time and resources on strategic positioning, scholarly engagement, competency building, and member engagement, we believe we can assist our members in re-envisioning the future of the fraternity and sorority experience. While the clichés "don't reinvent the wheel" and "sharing is caring" help us potentially save time and resources, they do not lend themselves to innovation, responsiveness to emerging trends, or farsightedness. I hope this issue of Perspectives provides a necessary pause in our day-to-day so we can assume a more forward-looking approach to our profession and the fraternity and sorority experience.

Wendi Kinney
President

LETTER FROM THE **EDITORS**

Where do we need to go, and how are we going to get there? This issue points toward the future as it attempts to answer those questions. Within these pages, our authors strive to paint a picture of what we must do to find the innovative ideas needed to create a fraternity and sorority experience for the students of ten, twenty, and thirty years from now. There is a combination of lofty ambition that may take years to conceptualize and minute tangible action you can implement today. The outcome is a roadmap for what we need to change now in order to achieve what we can someday become.

To aid in this, we want Perspectives to continue to be a forum for challenging existing paradigms and inspiring new ideas. With this in mind, here is a preview of the topics we hope to dig into throughout the 2019 year. We will rely on you - our community of colleagues within AFA - to help us find stories and insights that bring these topics to life on the pages of this year's remaining issues.

In issue two, scheduled to hit mailboxes in early summer, we seek to showcase individual lived experiences – compelling stories that illuminate some corner of our community and help us better understand one another. We want to share the stories that humanize members beyond their professional roles, and showcase the aspects or moments of members' lives that may or may not be visible, yet inform who they are and the work they do.

In early fall, issue three will shift our attention to the workplace. We are a field centered on fraternal organizations, and as such, it is understandable much of our energy focuses on delving into organizational values, creating programs, and developing students. However, we are also workplaces – employers – where people make their careers, support their families, and build their lives. We want to explore this aspect of our professional world. How do we create successful work environments with thriving teams?

Issue four will be delivered around the time of the Annual Meeting. The topic will be determined by the discussions that emerge throughout our industry in the coming months.

One of the things we love about Perspectives is the articles that help illuminate the important discussions within our field do not come from some unknown expert or researcher we will never meet. Our discourse is generated from within - by someone we work with, went to grad school with, volunteered with, or visited on a campus. This discourse depends on a willingness and courage to be vulnerable with putting ideas on paper, and sending them out into the world. So, if an article idea sparks and begins to grow in your mind, we need you to bring that idea forward within our community.

We know this association is filled with members that maintain unique experiences, stories, skills, and wisdom, and we aim to provide a space for those insights to be shared. We are motivated to learn from you, and we are excited to hear your stories.

Noah Borton & Brooke Goodman
Co-Editors

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Submissions should be directed to the Editor, advertising queries to the staff.

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WHAT'S YOUR PERSPECTIVE?

The word 'innovation' is something this field strives for. However, it can be argued that old ideas are often recycled as new, and true innovation rarely occurs. Based on this, what area(s) within the fraternity and sorority experience do you believe call for true innovation, and what thinking and practice is needed to spark more inventive action?

Joshua W. Schutts, Ph.D.

University of West Florida
Director of High Impact Practices & Experiential Learning, Career Development and Community Engagement
Director, Quality Enhancement Plan
Research Associate, College of Education & Professional Studies

> *"Sooner or later, everything old is new again."*
> Stephen King

I've spent some time thinking about why this seems to be true in our profession. Admittedly, it's probably true in most professions, and in our society at large. It seems that now, perhaps more than ever, we've entered a space where folks just want the answer. If you follow social media, there are several pages where people often ask for others to share resources, tools, etc., they can implement in their program. We are looking for a plug and play solution. We are looking for one of our awesome colleagues to provide us the roadmap of activities, assessments, and resources so we can focus on doing. If we want to focus on innovation, perhaps we need to spend twice as much time "thinking and planning" as we spend "doing." Sure, someone could give you a manual, agenda, or list of activities. But will that meet your needs? Are your outcomes even the same as theirs? Have you even thought about your intended outcomes?

When you begin thinking about your program, do you start by consulting research, literature, and best practice? What should the "end" look like? What do we really hope to see happen? Are you familiar with the principles of backward design - identifying desired results, determining evidence of learning, and then designing instructional methods - so you can engineer activities and processes that will lead to those intended outcomes?

I think we need to see innovation in the following six areas:

1. The reporting processes and sanctioning of risk management issues
2. Engaging diversity in the prospecting, recruiting, and educating of new members
3. Big brother/sister programs that focus on mentoring and lifelong learning/personal development
4. Engaging alumni members - particularly connecting new members with alumni early in their experiences
5. The development of belonging and deep meaningful connection to an organization and alma mater
6. Membership paradigms that focus on key learning outcomes that align with academic areas of growth, such as critical thinking, communication skills, problem-solving, intercultural fluency, and teamwork skills
7. New member education programs that value progression based on accomplishment and merit

As professionals seeking to be more innovative, what if we take a course or two in innovation or entrepreneurship? At my university, the college of business offers a minor and some coursework in something called "Entrepreneurial Leadership and Innovation." Perhaps your institution has something similar. What if we study creative thinking models and assess our ability to produce work that demonstrates outcomes related to creative thinking? The AAC&U has a VALUE rubric for creative thinking that can be utilized. What if we move beyond student development theories and ground our work in broader theories/frameworks from the fields of sociology, management, psychology, criminology, or social work?

Chris Brooks

The University of New Mexico
Greek Advisor, Student Activities Center

As a field, we continue to drive toward authenticity. Among other areas, Panhellenic recruitment is becoming less frilly and new member periods are focusing on what actually matters. One area that still needs innovation and a move toward authenticity is how we approach philanthropy. It seems the trend in philanthropic events is for fraternities and sororities to make events bigger, grander, and more expensive. There is nothing wrong with grand events that raise thousands of dollars; but do our students truly become "philanthropic" through those events? Or do they just become good event planners? Do we, as professionals, recognize the smaller events on the same scale we do the grandiose events? I wonder if we are really impressing the importance of philanthropic service on our students or if we are just pushing them to make money and check off a box for institutional or organizational recognition. We have to innovate our approach to philanthropy so every student - not just the chapter leadership - can articulate what they are raising funds for and why.

Jessie Ashton

East Carolina University
Assistant Director of Greek Life

Reconnecting the fraternity and sorority experience to institutional and organizational missions and objectives may not sound innovative, but the way we approach this needs to be. Innovation doesn't need to be sexy - it needs to fulfill the academic missions we are supposed to compliment. In many ways, our innovation needs to go back to the basics. We need to stop giving students checklists and projects, and instead, focus on the ways we can connect students to outcomes that impact their experiences, contribute to a sense of belonging at their institutions, and are a net value add to the work they're already doing. To make this happen, it will require us to do less of what we want to do and more of what this profession needs us to do.

WHAT'S YOUR PERSPECTIVE?
CONTINUED

Will Takewell
University of Kentucky
Assistant Director, Fraternity & Sorority Life

When I think of innovation and the idea of trying to "unfreeze fraternity and sorority life," I immediately think of how much our field relies on who you know. While I have personally (and greatly) benefited from making connections and knowing people, I often wrestle with the idea of, "Do they think I am a good professional because of the quality of work I produce, or is it related to being likeable?" We have to do something innovative to tackle the egos and emphasis placed on who you know as the means to effectively network and gain opportunities to advance your career or make contributions to the field. How can we unfreeze ourselves from being too comfortable with our own smaller personal and professional in-groups in an already small field? We need to rethink how we show up and WHY we show up for our students and colleagues.

Jim Barber, Ph.D.
William & Mary
Associate Professor of Education

Housing is an area of the fraternity and sorority experience that is in dire need of innovation and reimagining. There has been much-needed attention to the physical environments of F/S houses, making sure they are safe places to live, but not enough discussion about the potential of fraternities and sororities as full-fledged living-learning communities. This is a missed opportunity. We need more thinking about creating integrative residential communities in F/S houses - imagine a curriculum that explicitly weaves together the ritual and values of the organization with the learning mission of the college/university and intellectual development of members. As we (re)think about fraternity/sorority living, we must also consider the innate inequity that exists – the bulk of the estimated $3 billion in student housing owned and operated by fraternities and sororities is limited to traditionally White groups affiliated with the NIC and NPC; groups from NPHC, NALFO, and NAPA often do not have the financial resources or membership numbers to attain traditional F/S housing. Ultimately, we must challenge ourselves to leverage physical spaces differently. We must think in new ways to create communities and environments that promote student learning and advance the missions of our diverse organizations and institutions.

How do you think the needs of workers in the fraternity/sorority profession will change in the future, and what is one way our work environments will need to evolve to meet those needs?

Share your thoughts by June 30th

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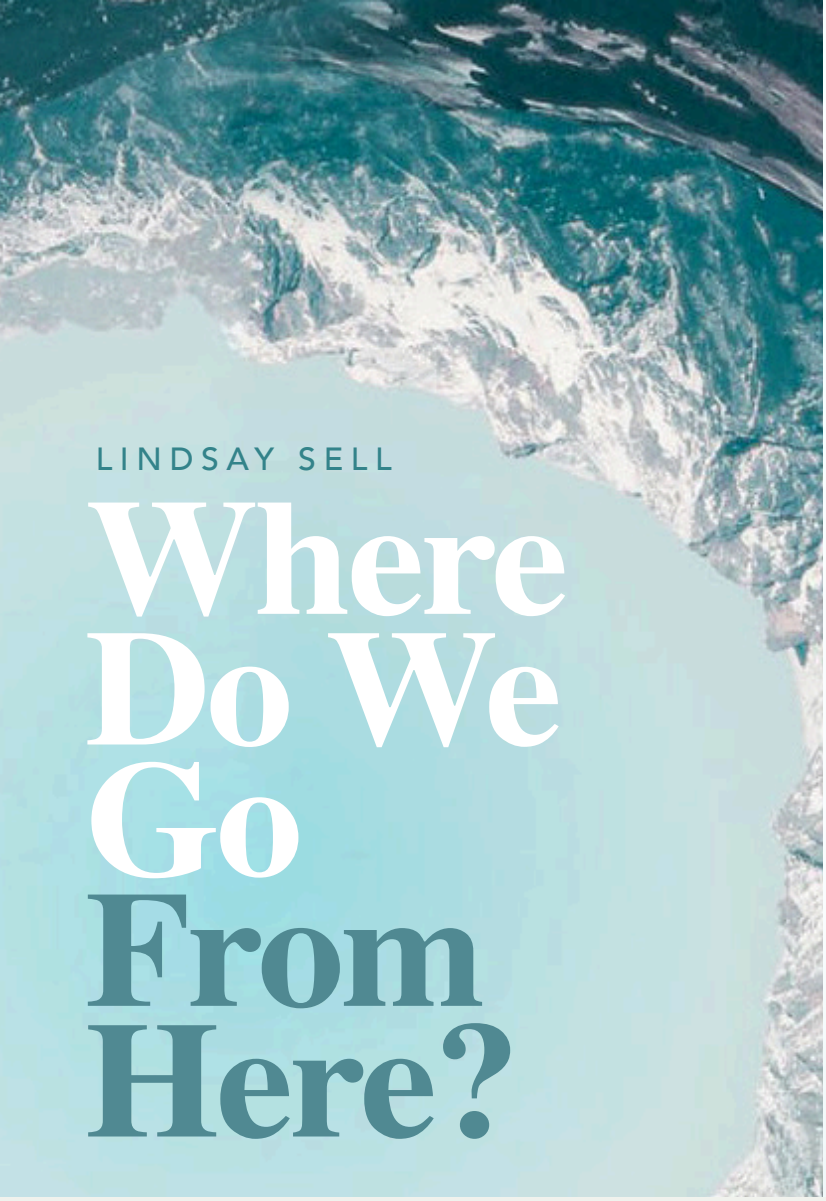


LINDSAY SELL

Where Do We Go From Here?

"UNFREEZING" FRATERNITY & SORORITY LIFE

Innovation. Braving the polar vortex to spend a day at the NASPA Convening for Fraternity and Sorority Life with other campus-based professionals and senior student affairs officers, the conversation was lively, earnest, and necessary. It was the first time in recent memory that such a gathering had assembled for the sole purpose of grappling with how best to move from here to where we need/hope/want to be. In that space, and with those colleagues, it was once again all too easy to describe the myriad entrenched - and sometimes intractable - challenges in excruciating detail. Though much larger, and with more voices at the table, that conversation exhibited the familiar dimensions of the conversation many of us have renewed at least each December for as long as we can remember. The discussion was lively, earnest, necessary, AND appreciated. However, it was unsurprisingly impossible, in that one-day gathering, to parse the issues, define root causes, critique our approach, and delve deeply into a process meant to yield solutions that might only closely resemble those with which we are both comfortable and familiar. The concept of innovation seemed distant and unattainable.

What would be necessary for those smart, talented, committed people with demonstrated investment in the future of fraternity and sorority, sitting in that room for one day, to truly think differently?

Hopeless. During the past several years in what appears to be a crisis regarding the future of the fraternity and sorority industry, I have found myself feeling hopeless. I can easily critique others' plans for how to move forward in a moment of significant challenge about our future, yet I am unable to conjure my own. Hopeless because, despite my recognition of what innovation I do not think is good or has been tried before, I do not have much to offer in its place. In other words, innovative thinking is eluding me at a time when I need it most.

Being somewhat seasoned in my work with fraternities and sororities, I find myself resistant to our industry discussions about innovation. This resistance is informed by a sense of how much we recycle in terms of "new" ideas, and how little evidence we have for the effectiveness of those ideas. It is also informed by common scripts that exist about our collective definition of what is effective, and a sense that if others replicate our work, the work must be good. We celebrate and design entire conferences around best practices, but I have rarely found what counts as a best practice to be the best for every situation. More often, the most commonly accepted practice is what we deem a best practice.

In this resistance, and in my own lack of innovative thinking during times of hopelessness, I have felt compelled to explore change models as I search for ways to pivot to a more innovative mindset and more useful mental models. I have previously written about John Kotter's 8-step change model, which begins with the step of "creating a sense of urgency." I am not sure how we typically define "urgent," but it feels like we are there. This intermittent sense of urgency, driven largely by tragedy coupled with scathing

newspaper and magazine articles, has led to intermittent attempts to change our practices and, in some cases, change the environments that exist around fraternity and sorority behavior. In response, there have been quite a few drastic actions and quite a bit of nibbling around the edges. There has been little in between, and nothing fundamentally new. Nevertheless, the behavior driving this sense of urgency remains fully present and ingrained, and there is little agreement about how to end it. At this point, ending it is the only useful measure of success.

As I consider Lewin's change model, I am struck by the first step in the process, which is called "unfreezing." Using a model that focuses on literally changing the structure of the entity/system being changed, to "refreeze" to new practices and ways of operating, calls for significant understanding of problems while "melting" the structure to take new shape. In this moment it feels like our "go-to" option is to defend those things we know best. We stand by our structures, policies, practices, and traditions. We deny things are as bad as everyone else proclaims while doubling down on maintaining our own sense of power and control over the situation. Particularly in moments when we cannot agree on what needs to change, it is far easier to accept our current reality than to consider what it would actually take to solve the problem. REALLY solve it. If we were really serious, we would do whatever was necessary to solve it. We have not, so perhaps we are not. If we are serious, disruption of the whole system is the only thing left to do.

So, how do we use disruption to literally unfreeze our industry? How do we collectively gain clarity around the type of disruption needed to unfreeze our allegiance to what has been? Authors of an article exploring the utilization of Lewin's change model for strategic change write:

> "How does one get from "frozen" to "unfrozen?" Experiencing failure is probably the most powerful stimulus, especially repeated failure. However, this is also often the most expensive stimulus. Another, but less powerful, stimulus is individual and collective recognition that previously successful patterns of corporate behavior are no longer working or may not work in the near future. This could amount to identifying significant environmental changes that modify the consequences of previously effective actions. This involves exchanging information, and thus challenging existing beliefs.
>
> Facing up to facts, and collectively re-examining the validity of both individual and shared belief, is often an effective way of inducing a group to "unfreeze" an old mindset. This in turn opens the way for a more innovative exploration of alternatives."[1]

Unfreezing involves innovative thinking. It means fundamentally disrupting our comfortable default settings to create a new way of doing business that is transformative. It is thoughtful innovation to achieve critical change. Unfreezing absolutely requires thinking in new ways. Which likely requires letting go of things we like, processes that are familiar, and structures we have devoted our energy to defending.

We must identify inertial forces that delay our ability to recognize what needs to change.

There are many historic, and structural, forces in our work that serve as barriers in our collective ability to envision a different reality. We may be afraid to challenge those forces because doing so means challenging years of conventional wisdom, well-developed and entrenched practices that may be efficient, and reeducating resistant alumni/ae, volunteers, and members. Authors of the article mentioned above write,

> "…perceiving and accepting emotionally a need for change necessarily precedes any reorientation or change in collective beliefs. However, inertial forces often delay such recognition. Very often change requires extremely strong signals, which usually arise from episodes of organizational conflict involving pain and participative crisis. Delays in recognizing and addressing the need for strategic change limit the options available to decision-makers. Delaying changes creates stress and insecurity both for those who believe the status quo should change and for those who fear unknowns associated with change."[1]

When, and if, we can shrug off the forces prohibiting change and causing fear of change itself, perhaps we can move from our entrenched perspectives and newly consider deep, and abiding, innovative change. It is easier to move with the tide of what is than to use the energy to grind to a slower pace in order to challenge those forces that blind us to real solutions.

We must identify and learn from innovation failures.

In a field in which we are searching for what might actually "move the needle," as is commonly bantered about, we may be quick to adopt an exciting new idea that is publicly recognized or presented on by a colleague. We are not as quick to publically own, and value learning gained from, failure. We fear sharing the spaces and places that our attempts at innovation have failed. Innovation is stymied, and real progress in unfreezing our current reality slowed, when we fear vulnerably sharing the learning we have acquired from our failures. What would it look like to provide conference presentations on what we learned when our attempts at innovation were not successful in addition to presenting model programs and "best practices?" Some of the most successful companies, organizations, and people acknowledge failure as progress toward revolutionary change. If we can encourage innovation by encouraging failure, and making space for one another to acknowledge and celebrate learning gained through failure, we can identify a path forward.

[1] Mezias, J., Grinyer, P., & Guth, W.D. (2001) Changing Collective Cognition: A Process Model for Strategic Change. Long Range Planning, (34), pp. 71-95.

We must gather evidence.

The process of unfreezing and identifying innovative solutions to our current problems must be driven by credible evidence and research. For many reasons, the big ideas guiding much of the discussion about the future of our field feel recycled and tired. How do we know changing the timeframe for joining our organizations does or does not work? How do we better understand the ecological components of the experiences created by fraternities and sororities? How can we unpack the systemic and embedded oppression lining the halls, and codified in the laws, of our organizations? Furthermore, how does this affect members and communities? We must invest in gathering evidence, measuring experiences, and bravely piloting and testing our best ideas. Then, we will be able to share knowledge and develop practices that provide the industry with insight about where to go from here. As we do so, we must also accept what we assumed to be true prior to gathering the evidence may in fact be wrong.

We must change our mental models to build a collaborative solution.

Our current period of angst has, in my reflection, engendered a sense of antagonism among those of us collectively charged with the work of supporting fraternities and sororities. It makes sense in some ways that the instability and challenge associated with this work makes us hold onto our beliefs more tightly as we protect our interests, members, and organizations. When what we view as "protecting" is different from one another we see greater division among the various communities within our industry. Then, it becomes easier to grow farther apart in our views about what we should do to address our issues. If mental models are frameworks informed by what we have learned, experienced, and been told, then changing our mental models to a more collaborative and authentic approach will require active work. It takes learning new information, gaining awareness of why we think what we think, and considering new approaches and perspectives. It means slowing down our thinking to examine what is informing our increasingly polarized responses to move closer together rather than further apart in our willingness to collectively innovate.

I am hopeful the willingness to change my own ways of thinking, and release some of my firmly grasped beliefs and assumptions, will guide me to a more innovative stance that is collective and revolutionary. I am counting on it, actually.

I argue we are at the beginning of Lewin's change model that requires us to unfreeze, make changes, and then refreeze in a new reality. Innovative thinking and a willingness to check and change our own ways of thinking can help us melt our current reality into a new shape so we can use evidence to make movement and figure out a way forward together.

> "If we were really serious, we would do **whatever was necessary** to solve it.
>
> We have not, so perhaps we are not."

Lindsay Sell
Lindsay Sell is the Director of Fraternity & Sorority Life at Colorado State University and is a longtime volunteer with various organizations inside and outside of the fraternity industry including AFA, the Association of Fraternal Leadership and Values, her local foster care community, and Kappa Alpha Theta. Lindsay is also a two-time graduate of Colorado State University, where she joined Kappa Alpha Theta.

A FRAMEWORK FOR THE FRATERNITY SORORITY LABOR MARKET

BRITTANY BARNES DEEG

MATT DEEG

DAN WRONA

In the fraternity and sorority labor market, a pattern of unfilled positions, reposted positions, extended or failed searches, interim appointments, and a high volume of new position postings has emerged over the last year. Related to this, hiring managers noted finding people that meet expectations for director-level positions in smaller than expected applicant pools is increasingly difficult. Candidates did not have the desired supervision experience and strategic focus, nor were they ready for departmental leadership.

They also saw more competition with other open positions, applicants that were more selective based on geography and institution type, and applicants that expected higher compensation.

This pattern is opposite of the perceived norm only ten years ago. There were fewer positions available. Many job seekers applied for every open position, hoped for an interview, and took anything they could get regardless of pay, location, or institution.

Several questions arise from this transition. Is there really a pattern here? Is it supported by the data, or is it just a perception? What deeper forces might be driving it? And how might fraternity and sorority professionals - particularly hiring managers - need to operate differently if this is a new normal?

While additional research is needed to fully answer these questions, examining trends in the field can generate a hypothesis of what might be happening and provide direction for how hiring managers might need to adapt. There are three potential driving forces influencing the labor market, as described below.

1 The number of professionals is relatively stable.

According to the Association of Fraternity and Sorority Advisors (AFA) white paper on association membership, there is a high proportion of newer professionals in the association but a slow and steady decline in the number of graduate student members between 2013 and 2016[1]. Additionally, many professionals seem to move to the corporate world, non-profit work, or another functional area after their first few years in fraternity and sorority advising. This has resulted in a relatively stable membership size over the time period in question.

FOUR YEAR COMPARISON

MEMBER TYPE	2013	2014	2015	2016
Affiliate	292	255	234	212
Emeritus	27	26	7	13
Graduate	259	241	230	207
Professional	963	1033	1016	1056
Vendor	46	43	25	40
Total	**1587**	**1598**	**1512**	**1528**

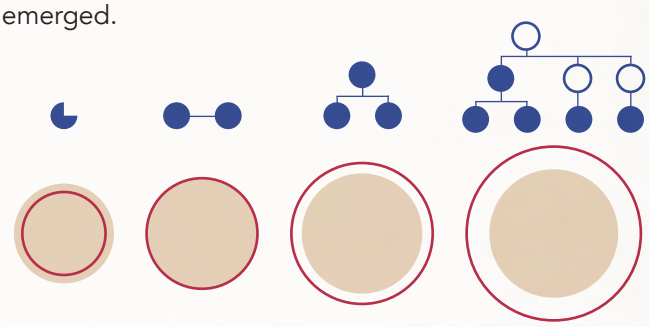
Source: Membership files maintained by the Association of Fraternity/Sorority Advisors 2016.

2 There are more positions now than ever before.

A decade ago it was common for fraternity and sorority professionals to hold positions split across multiple functional areas such as Residence Life, Student Life, and Student Conduct. Larger institutions may have had one or two full-time professionals. There are now more campus-based professional and paraprofessional positions working directly with fraternal organizations than ever before. Even the smallest campuses are more likely to have a dedicated fraternity and sorority staff member rather than a split position. This is due to increasing membership, new student fee systems, and successful requests for larger budgets and more staff. The same pattern is seen among headquarters professionals. Where there was previously one event planner to manage conferences, there are now entire departments of education staff. Where there was one person handling risk and conduct there are now risk prevention teams.

3 The responsibilities of these new positions are more advanced.

These new positions bring elevated expectations involving more supervision, stakeholder collaboration, strategy, and coordination. "[T]he responsibilities of the campus fraternity and sorority professional have expanded," and the work has evolved from advising, to programming, to managing[2]. Rather than operating as a single person in a larger Student Affairs department, there now tend to be stand-alone departments with multiple levels of fraternity and sorority staff including supervisors, professionals, and paraprofessionals. In short, a new role of "manager" has emerged.



Fraternity and Sorority Life used to represent only a portion of a professional's working portfolio, specifically on campuses. As communities grew, so did the need for dedicated staff and departments to support members. There emerged a new class of fraternity and sorority managers, working primarily with staff to meet the demands of increased community and organization size.

The notion of higher expectations is also supported by AFA's revised Core Competencies that include an expanded - and more sophisticated - set of knowledge and skills compared to earlier versions. This may be different for headquarters staff, where positions have become more specialized in various technical areas rather than seeing a manager class emerge.

2006 - 2017	2017 - CURRENT
Educator	**Foundational Knowledge**
Values Aligner	Governance
Collaborator	Fraternity/Sorority Systems
Advisor	Student Safety
Administrator	Student Learning
Researcher	**Professional Skills**
Innovator	Navigating Complexity
Leader	Operating Strategically
	Driving Results
	Working Across Differences
	Collaborating with Stakeholders
	Driving Vision and Purpose

The number and level of positions seem to be growing

[1] Koepsell, M., & Stillman, A. (2016). The Association of Fraternity/Sorority Advisors Membership: What we know about our members and why it matters. Association of Fraternity/Sorority Advisors.

[2] Wrona, D. (Spring 2016). The campus fraternity/sorority professional of the future. Perspectives.

Together, these driving forces are likely to yield more positions than people, and few people with the experience employers expect of managerial-level positions. Based on this analysis, hiring managers may need to adapt their approach to account for these new circumstances. They will need to rethink four areas: how to structure roles, find the strongest candidates, onboard and train new hires effectively, and ensure evaluation systems develop them for what comes next.

STRUCTURE

To cope with these market forces, hiring managers must consider the structure of positions they seek to fill. The best way to adapt to current trends is to focus on job descriptions. A narrow definition of responsibilities may create challenges to find candidates that meet the qualifications; while language that reads too broadly suggests an ill-defined position, giving little guidance to potential applicants about what their role will look like and if they would be a good fit. The latter also creates opportunities for misinterpretations of the role and potential dissatisfaction around both fit and performance.

Additionally, role structure should be descriptive rather than prescriptive - outlining the necessary functions of the role without dictating how operations should be executed. New staff can refer to job descriptions to determine the scope of their responsibilities, while retaining the ability to develop their own tactics and strategies. Good structure encourages professionals to learn and advance in the field, thus broadening the labor market at the higher levels.

It is also important to distinguish between wants and needs when structuring a role. Needs are essential - they are skills (knowledge or capabilities) or traits (personality or dispositional attributes) a successful professional would use frequently, and would be impossible to be trained or developed within the first three to six months in the position. Wants are knowledge or skills someone can acquire as they move through their tenure with an organization. Someone can be successful without these. A simple way to distinguish between wants and needs is to align descriptions with the AFA Core Competencies. Professional Skills represents potential needs while Foundational Knowledge offers guidance on wants. This is not necessarily true in all cases, for all positions working with fraternities and sororities, but provides a place to start considering what an organization is looking for when building a job description.

Another way to distinguish wants from needs is to identify specific skills and traits essential to succeed at work detailed in the description. For example, a search committee will look for someone that can effectively advise collegians. The actual skills and traits embedded within that are active listening, counseling, sales ability, and high agreeableness. Listing these specific traits in the job description clarifies role ambiguity and creates tangible talking points for recruiting.

RECRUITMENT

In a market where the number of postings outpace the number of applicants, finding the right person requires more than posting a position announcement - it takes active recruitment. Successful recruitment involves three components: generating viable candidates, keeping them engaged throughout the hiring process, and increasing the likelihood they say "yes."[3]

DEFINING AND REFINING THE CANDIDATE POOL

Recruitment is about influencing your candidate pool by expanding the number of people that meet the criteria present in the structure. Candidates that believe the process is fair and timely are likely to continue in the process3. This means not avoiding communication with candidates for three months. The structure and job description also need to actively reflect what is assessed throughout the application process. Failing either of these will result in a shrinking candidate pool during the process, which decreases the chance of finding "the right" candidate. Consider how each step of the process allows search participants to demonstrate skills identified in the job description, and how selection committee members will evaluate each potential hire. Consistency in the latter will help keep the candidate pool healthy, competitive, and comprised of those best suited to do the work identified in the structure.

[3] Dineen, B. R., & Soltis, S. M. (2011). Recruitment: A review of research and emerging directions. APA Handbook of Industrial and Organizational Psychology, 2(2), 43–66.

ACTIVELY RECRUITING CANDIDATES

There is a difference between actively recruiting candidates to apply for a role and passively marketing the position. Active recruitment involves what many collegiate and graduate chapters do best - identifying individuals that meet qualifications laid out in the structure, and directly engaging them in a personal way. Passive recruitment removes the personal element - it relies on the job seeker to respond to job board postings and email campaigns.

Within higher education, active recruiting strategies have traditionally been considered taboo. While there might be a fear that tapping potential candidates violates human resource policy, or feels predatory in nature, the pursuit of talent is common in many industries, and such strategies are an effective way to increase candidate pools. Hiring managers must seek out new places to find people with the talents needed for future positions. This means looking at the people who are writing for AFA and other higher education publications, building relationships with graduate students, volunteering for programs hosted through headquarters and campuses, sitting in the professionals' lounge at AFA and AFLV, and attending conferences outside the fraternity and sorority field.

TRAINING

Although it is an often undervalued post-hiring process, training reinforces the expectations of a role, outlines available resources, and equips employees with new or enhanced knowledge, skills, and attitudes. It helps an ideal candidate become an even more ideal employee by providing task and organizational-specific knowledge for their current role.

ON-BOARDING

The first training consideration should be reviewing the onboarding process for new employees. According to a study conducted by Madeline Laurano, well-structured and meaningful onboarding experiences can increase the likelihood of new hires staying at an organization by 82 percent.[4] During this time, staff begin to understand the workplace culture and managers have an opportunity to shorten their learning curve. Intentional direction given during the onboarding process creates learning pathways for new staff. It provides insight and role clarification by illustrating the skills, knowledge, and attitudes necessary for success in a given position, and it allows managers to bridge knowledge gaps early. Aspects to consider when framing the new hire experience include the things new employees will need to know within the first week, 30 days, and 90 days; and guidance as to who is uniquely positioned to provide that information within the institution or organization.

ROLE CLARIFICATION

Even with excellent structure, there may be 'other duties as assigned' once a new hire starts. This role ambiguity can cause frustration and confusion for staff, leading to workplace dissatisfaction and eventual turnover.[5] Training can shore up this ambiguity by providing role clarification, detailing how this job differs from previous positions. This training may introduce new hires to aspects of the job through skill practice such as drafting a budget based on different funding models, or it could include interviews with colleagues to best learn how to positively collaborate, and contribute to their work.

ONGOING DEVELOPMENT

According to LinkedIn's Workplace Learning Report, 94 percent of employees said they would be more likely to stay in a role if their employer clearly committed to investing in their career.[6] Waiting until obligatory annual reviews to assess professional development needs will likely fail to facilitate training in a timely manner. Ongoing training and development programs demonstrate a desire to retain staff members and increase what McConnell and Schaninger call "lifelong employability."[7] This concept "prioritize[s] helping people successfully adapt – again and again, if necessary – as the economy evolves," demonstrates the institution or organization's commitment to furthering staff skills beyond their current job description.[7]

Ongoing development typically exists in the form of conference attendance, webinars, and compliance-based workshops - all one-time experiences. Consider creating opportunities for employees to share and apply learning from those events by building a new system, enhancing workflows, or directly applying lessons to work currently being done. Additionally, reviewing long-term professional development goals may yield ongoing opportunities for development such as local meet-ups or e-learning modules to develop skills and knowledge in an asynchronous way.

EVALUATION

Evaluation is the fourth tool employed to address the current fraternity and sorority labor market. In addition to evaluation tools required by human resources, supervisors need to maintain an ongoing evaluation practice that is both informational and motivational.

[4] Laurano, M. (2015). The true cost of a bad hire. Brandon Hall Group, August 2015. Retrieved from: https://b2b-assets.glassdoor.com/the-true-cost-of-a-bad-hire.pdf

[5] Tubre, T. C., & Collins, J. M. (2000). Jackson and Schuler (1985) revisited: A meta-analysis of the relationships between role ambiguity, role conflict, and job performance. Journal of Management, 26(1), 155-169.

Evaluation is key to the entire framework. Reviewing the skills that stood out among applicants and determining the success of filling a position can provide feedback on structure and inform improvements to the process. Similarly, reviewing who applied for a position, and how they heard about it, can sharpen future recruiting practices. Ongoing evaluation indicates opportunities to enhance staff skills for future application.

BEHAVIORAL EVALUATION

Behavioral evaluation addresses how staff can identify growth areas and reinforce performance habits. Ongoing, timely feedback allows for adjustments to job performance in real time. It allows for course correction in the moment and meaningful reinforcement for a job well done, creating validation for staff and increasing likelihood the behavior is repeated. It's worth noting feedback in the moment should be offered with care; some staff prefer to have private side conversations, especially if the evaluation is critical or corrective in nature.

OUTCOMES EVALUATION

Outcomes-based evaluation shifts the conversation from what staff are or are not doing to what they have or have not done. This is measured against goals or priorities set by the staff member, department, team, or organization/institution and aligns with the job description. Rather than reinforcing or changing behavior, this type of evaluation focuses on whether job expectations were met.

Consistent evaluation also illuminates opportunities for training and development. There are many ways to complete the feedback loop on a regular basis. Restructuring one on one and staff meetings to allow for a brief review of large projects and opportunities could define specific skills and knowledge needed to improve. This type of regular evaluation allows the entire team to work nimbly should staffing shift or expertise in a new area emerge while working on a project.

MISFIRES IN THESE AREAS LEAD TO:

Structure: Search elsewhere for the right "fit" Assignments | Advancement | Compensation

Recruit: Failed searches, lost time, increased workload, delays

Train: Reduce confidence and competence in the role, limit their ability to perform highly

Evaluate: Lead to shorter turnover cycle

This framework will not necessarily solve all challenges posed by the new labor market in fraternity and sorority life. As mentioned previously, this is a tool based on observed trends over the last year. More research needs to occur on the contributing factors of those trends. However, properly structuring roles, recruiting vibrant candidate pools, investing in training, and effectively evaluating staff will provide opportunities to examine how institutions and organizations might respond differently to emerging dynamics of the labor market while continuing to support the fraternity and sorority experience for years to come.

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[6] Spar, B., Dye, C., Lefkowitz, R., & Pate, D. (2018). 2018 Workplace learning report: The rise and responsibility of talent development in the new labor market. Linkedin Learning. Retrieved from: https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf

[7] McConnell, M., & Schaninger, B. (2018). Are we long - or short on - talent? McKinsey Quarterly, January 2019. Retrieved from: https://www.mckinsey.com/business-functions/organization/our-insights/are-we-long-or-short-on-talent?cid=other-soc-twi-mip-mck-oth-1901&kui=YtHvnZCuChoJ3DU64YLalg

ARE YOUR MEMBERS CAREER READY?

LIZ MOREHOUSE

Overwhelmingly, students are choosing to enroll in college "to improve their employability and ability to advance in a career."[1] However, the same study found that after matriculating, only a third of today's college students feel confident they will possess the necessary skills and knowledge for post-graduate success. Their findings also reveal college/university faculty and staff can play an integral role in raising a student's confidence level regarding career preparation.

The National Association of Colleges and Employers (NACE) surveys employers and produces a Job Outlook Report detailing hiring projections for the current class.[2] This report provides insight into the skills employers deem essential for new graduates to possess. Those skills, known as career readiness competencies, are defined in Figure 1.[3]

Figure 1: The NACE Career Readiness Competencies Defined

Critical Thinking / Problem Solving
Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral / Written Communication
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork / Collaboration
Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism / Work Ethic
Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management
Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global / Intercultural Fluency
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Membership in a fraternity or sorority is an ideal training ground for students to hone their career readiness competencies. How can fraternity/sorority professionals empower their members to articulate their career readiness and build upon students' self-efficacy? Fraternity/sorority professionals can consider incorporating the eight career readiness competencies into programming efforts. Additionally, they can increase member awareness of the competencies through programs and help members translate their experiences as leaders into results-oriented bullet points on a resume, eloquently crafted cover letter paragraphs, action-focused interview question responses, and more. Below are a variety of ideas to consider.

Utilize Alumni

Alumni are a fantastic resource for helping students understand and practice demonstrating the career readiness competencies. Many fraternity and sorority inter/national organizations prioritize members' career development and support members in this area. Two examples include Alpha Sigma Phi Fraternity and Triangle Fraternity.

Alpha Sigma Phi regularly includes career preparation in summer leadership events as an educational track. The Career Preparation tracks include curriculum on resume and cover letter development, interview skills, and networking. The Fraternity recruits alumni that serve as hiring managers in their day jobs to critique resumes and cover letters, and to conduct mock interviews for the Junior and Senior track. It is one of the most highly sought after leadership experiences offered by the organization.

Related Competences: Career Management, Professionalism/Work Ethic, Oral/Written Communication

Triangle recently debuted new curriculum for its Herb Scobie Leadership Institute and included a design project in the summer emerging leadership experience. Members were tasked with identifying an issue and designing a solution while considering leadership strategies throughout the experience. Alumni and fraternity/sorority professionals served as facilitators to challenge and support the members. Additionally, the program included an Inventor's Panel where alumni were invited to share their career experiences in STEAM (Science, Technology, Engineering, Architecture, and Mathematics).

Related Competences: Critical Thinking/Problem Solving, Teamwork/Collaboration, Oral/Written Communication, Leadership, Career Management, Digital Technology

Collaborate

Encouraging career readiness is not limited to opportunities provided by fraternity/sorority headquarters professionals or a campus career services office. Campus-based fraternity/sorority professionals can seek strategic collaborations with other departments to create successful opportunities to empower members and enhance career readiness.

For example, one common fraternity and sorority issue is senior engagement. Career readiness could be a vehicle for fostering senior engagement. California Polytechnic State University has a first-year group counseling program focused on major selection and career concerns. Students that participated reported a reduction in stress, an increase in confidence, and an increase in self-awareness.[4] Building on this model, one idea could be to partner with a career services office to offer group career coaching sessions for seniors focused on the career readiness competencies. Help them connect the dots between their experiences as fraternity/sorority leaders and their potential to succeed in their chosen careers.

Related Competences: Oral/Written Communication, Critical Thinking/Problem Solving, Career Management

Encourage chapters to partner with the alumni relations office on campus and their headquarters to connect with alumni during a natural time of year, such as Homecoming. Career Services & Employer Relations at Rose-Hulman Institute of Technology provides students with a guide to promote the planning of career readiness themed events.

Related Competences: Teamwork/Collaboration, Oral/Written Communication, Critical Thinking/Problem Solving, Career Management, Professionalism/Work Ethic

Trail Blaze

When opportunities to provide innovative programming to members in support of their career readiness present themselves, do not hesitate to capitalize on them. There are a few trailblazers in the field that have made it a priority to provide members with unique experiences in support of career readiness.

Delta Upsilon's Global Service Initiative takes "students to Jamaica for a service immersion trip where they are engaged in direct, hands-on service."[5] The Association of Fraternal Leadership & Values (AFLV) provides a similar opportunity in The Journey, a "service immersion

[1] Strada Education Network & Gallup. (2017). 2017 college student survey: A nationally representative survey of currently enrolled students. Retrieved from https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx

[2] National Association of Colleges and Employers. (2018). Job Outlook 2019. Retrieved from https://www.naceweb.org/mynace/job-outlook/

[3] National Association of Colleges and Employers. (2019). Career Readiness for the New College Graduate: A Definition and Competencies. Retrieved from http://www.naceweb.org/uploadedfiles/pages/knowledge/articles/career-readiness-fact-sheet.pdf

[4] O'Neill, J. & Eberle A. (2018). Using design thinking to rebuild first-year career education. Presented at the NACE Conference and Expo: New Orleans, LA from June 5 to 8, 2018.

experience that will bring together fraternity and sorority student leaders … in a week of service, immersion, cultural exploration, and development of passion and purpose in international and domestic locations of demonstrated need."[6] Other inter/national organizations such as Alpha Chi Omega, Alpha Sigma Phi Fraternity, and Sigma Sigma Sigma Sorority, have also provided service immersion opportunities for their members.

Related Competencies: Global/Intercultural Fluency, Teamwork, Critical Thinking/Problem Solving, Leadership, Professionalism/Work Ethic

Does your institution offer a for-credit leadership course specifically for fraternity and sorority members? The University of Delaware and Oklahoma State University have offered such courses in recent years. Consider adding career readiness to the syllabus. For example, design an activity to introduce students to the eight career readiness competencies. Rose-Hulman Institute of Technology has implemented such an activity into three for-credit career preparation courses taught in the following departments: Chemical Engineering, Chemistry, and Math.

During the activity, students take a pre-test to introduce the eight competencies and are asked to identify how confident they are in their ability to communicate an example of their own demonstration of each competency. During a class meeting, students are broken into small groups and asked to define an assigned competency and identify examples of their demonstration of the assigned competency. Each small group then presents their information. In closing, students are asked to identify three opportunities they can pursue to improve their confidence for a chosen few competencies. A post-test is incorporated into the assignment, as well.

Related Competencies: Career Management, Critical Thinking/Problem Solving, Oral/Written Communication

Conventional wisdom among those in the field, backed up by a significant body of research, indicates fraternity and sorority members are thriving and are more engaged employees post-graduation when compared to non-members.[7] Thinking of members as career ready requires a subtle shift in perspective. The result of this shift can have incredible results for members – namely, increasing their confidence that they possess the requisite skills to succeed in today's job market. By increasing awareness of the competencies, students are empowered to find and demonstrate the value of their fraternal experience, positioning them to enact the values these organizations espouse.

"BY INCREASING AWARENESS OF THE COMPETENCIES, STUDENTS ARE EMPOWERED TO FIND AND DEMONSTRATE THE VALUE OF THEIR FRATERNAL EXPERIENCE."

Liz Morehouse
Liz Morehouse is an Assistant Director of Career Services & Employer Relations at Rose-Hulman Institute of Technology. Prior to making the move to Career Services, Morehouse spent nearly a decade working in fraternity and sorority advising at Oklahoma State University, Eastern Kentucky University, and Alpha Sigma Phi Fraternity. Morehouse remains actively involved in the fraternal movement as a volunteer for Kappa Delta Sorority and Alpha Sigma Phi Fraternity.

[5] Delta Upsilon (2019). Global service initiative. Retrieved from https://www.deltau.org/global-service-initiative

[6] Association of Fraternal Leadership & Values. (2019). The Journey. Retrieved from https://www.aflv.org/page/TheJourney

[7] Gallup & Purdue University. (2014). Fraternities and sororities: Understanding life outcomes. Retrieved from https://products.gallup.com/170687/fraternities-sororities-understanding-life-outcomes.aspx

from listening to learning

Using Podcasts to Spark Creativity in Educational Programs

JESSICA RYAN

The future of fraternity and sorority life calls for change-makers - people that will approach this work differently. I have been called to do this when creating leadership programs for high achieving students. When first responding to this challenge, and when working with high achieving students, I discovered the same old programs wouldn't work. This realization and the task that followed wasn't just challenging; it was also intimidating. I'm not the only professional that has been called to do this work differently, though - it is something we, as a field, are called to confront every day. This call is fast and loud. And it is time to tap into areas of the brain that may be hidden so we can develop more innovative and creative approaches to our individual and collective work.

With the help of podcasts, I have found inspiration and content from many fields that can inform work within fraternity and sorority life. Incorporating new ideas sparked from podcasts has significantly improved my curriculum writing and educational programs developed for fraternity and sorority leaders. Members of fraternities and sororities often attend leadership programs locally, regionally, and inter/nationally hosted by their organizations and/or associations. Unfortunately, content is often recycled and reused, and thus its potential impact diminishes over time. In my experience, and especially in working with high achievers, students seek deeper thinking and discussion of concepts, enjoy topics that relate back to what they are learning in the classroom, and benefit from the use of technology in delivering content.

By listening to NPR podcasts such as Hidden Brain, TED Radio Hour, and Code Switch, I have expanded my content library and stretched my brain to consider new connections between fraternity and sorority life and students' academic and career trajectories. I have been challenged to think differently by listening to Malcolm Gladwell's Revisionist History, Our National Conversation about Conversations about Race by Panoply, and Placemakers by Slate. These podcasts have opened my mind to new perspectives, allowing me to see connections far beyond an organization, campus, or the fraternity/sorority experience.

A recent episode of NPR's Hidden Brain couldn't have come at a better time during a week when I was reviewing award applications and accreditation submissions. The episode Better Than Cash: How Awards Can Shape Our Behavior discussed awards and motivation.[1] For me, it sparked questions of why awards are given the way they are and how to improve the process to increase motivation for success within chapters. Although a seemingly simple topic, this kind of questioning is what the fraternity/sorority profession needs at all levels. It calls for an attempt to rethink what has been done before and admit our work might not be as effective as it could be.

In my current role, I design and deliver a yearly council retreat, Fraternal Leaders Summit, and Rising Leaders Program. Many of the students engaged in these programs overlap or attend two years in a row. Due to this, a need emerged that called for a format with similar learning outcomes from year to year, but flexible content to help achieve those outcomes. To help accomplish this, I have utilized podcast content that spurs creativity and sparks new ideas and connections to these learning outcomes.

An example of this is when council officers felt a need to strengthen their ability to advocate for and build understanding between their chapters and university administrators. Understandably, these discussions can often became polarizing. After listening to Ted Radio Hour, however, I was introduced to the TED Talk, The Walk From "No" To "Yes" by William Ury. This talk helped frame a process for teaching the council to be advocates for their members and strong communicators when working with the university administration. By showing clips of the TED Talk, engaging students in discussion around the topic, and allowing time for practical examples and application, this program achieved its learning objectives in new and engaging ways. This same strategy was employed in a five-week Rising Leader Program for sophomores. Students were assigned podcasts for homework, which was an easy way to ensure a voluntary not-for-credit leadership opportunity included take home learning that did not feel like an added stressor.

I would never have guessed something as simple as listening to podcasts on my one-hour round trip daily commute would influence my work and make me a stronger professional in the way it has. Whether it's strengthening risk reduction programming by using a neuroscientist to vocalize the impact of substances on the brain or listening to a CEO talk about chickens and willful blindness to build connections to congruency and organizational leadership, podcasts like TED Radio Hour help listeners develop understanding through easy to comprehend, yet intellectually stimulating ways.

> **The individuals we work with are more than college students and/or fraternity and sorority members - they are citizens in a global society.**

Podcasts continue to help me view experiences and current events from different perspectives. The podcasts referenced throughout this article assist with developing increased understanding of the complexity of people, groups, and societies. Through storytelling, podcasts educate about life, humans, and history. The individuals we work with are more than college students and/or fraternity and sorority members - they are citizens in a global society. They have a complexity that they always carry with them. Expanding our understanding of students, to better reach those students, is vital and will make us better professionals. While I might not have always questioned certain practices fraternity and sorority life professionals have historically implemented, I now question what my intent is and how everyone I am working with will be impacted by it.

The best thing about the challenge to advance this work is that it does not feel like work. By using podcasts to enhance my practice, I have also been able to apply lessons learned to parenting, relationships, and personal self-reflection. Something as simple as listening to a podcast has activated my brain and increased my productivity and effectiveness, while also allowing me to leave the stress from a day behind and get lost in a story that can spark new ideas for tomorrow.

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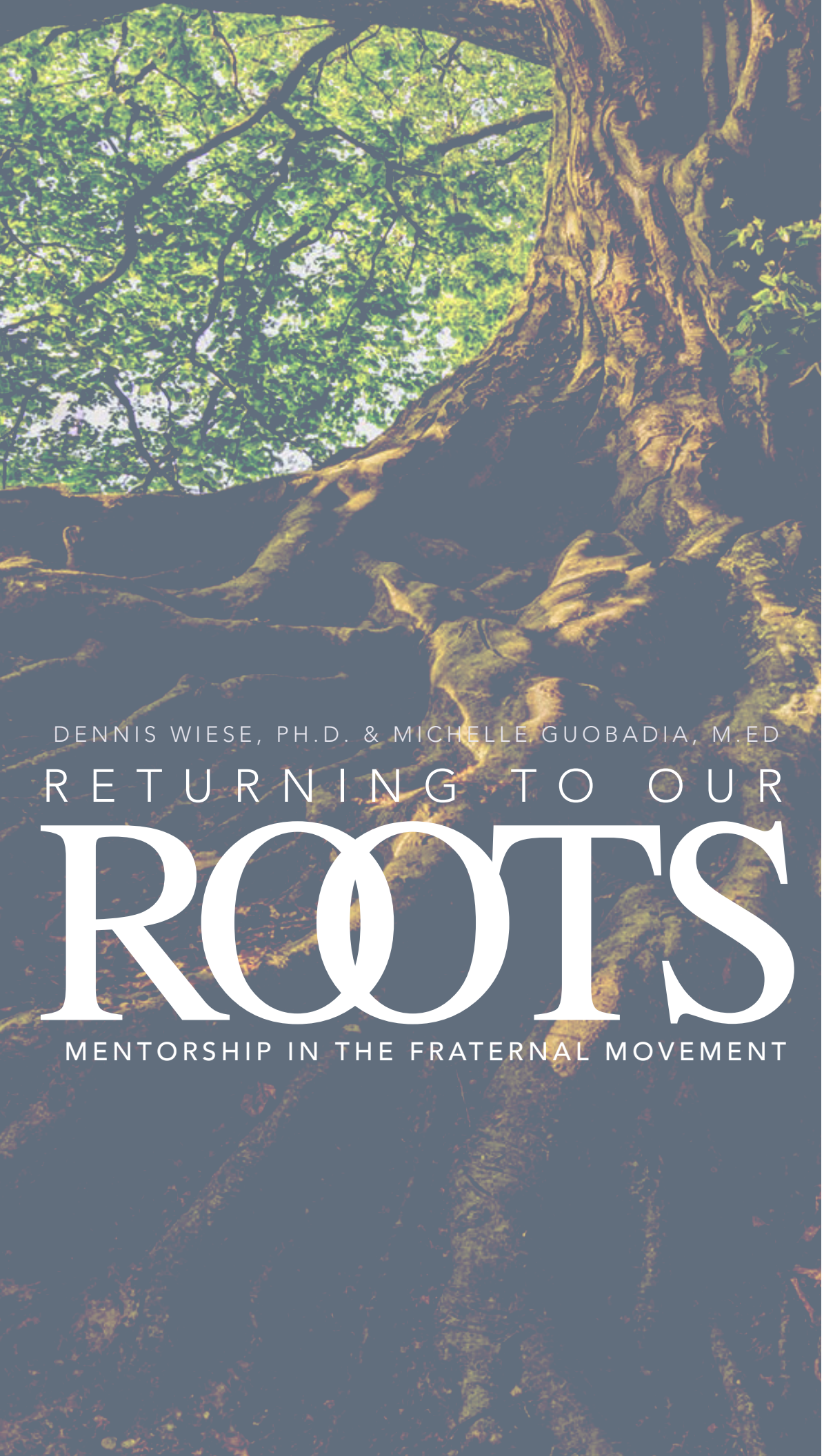
[1] Vedantam, S., Lu, T., Boyle, T., and Schmidt, J. (Contributors). (2019, February 25). Better than cash: How awards can shape our behavior. [Audio podcast]. Retrieved from https://www.npr.org/2019/02/25/697641324/better-than-cash-how-awards-can-shape-our-behavior.



DENNIS WIESE, PH.D. & MICHELLE GUOBADIA, M.ED

RETURNING TO OUR ROOTS

MENTORSHIP IN THE FRATERNAL MOVEMENT

Within fraternity and sorority life, the current state of new member education runs the gamut from undergraduate student-controlled processes to inter/national headquarters-managed programs. Depending on organizational structure, a 19 year old student may be responsible for creating and executing a new member program, or a graduate chapter can be charged with ensuring adherence to a tightly-managed national intake program. Within new member education, though, what has been lost over generations is the basic understanding that at their core, fraternities and sororities were founded to advance mentorship. What is often unknown to those outside the leadership of fraternal organizations is that mentorship remains a foundational principle of the fraternity and sorority experience. The process whereby members are socialized into an organization presents one of the best opportunities for creating a mentoring relationship that can enhance, and be a central part of, the student experience.

The onboarding model for students joining an organization is generally the same for all fraternities and sororities. Ideally, current members identify potential new members and provide some fashion of membership development by means of educational activities. The desired outcome is that members go on to become great alumni that pay their experiences forward.

DIAGRAM 1:

The reality across a myriad of organizations and campuses, though, is chapters find people that are exactly like them and create barriers to their membership. These barriers include hazing, inflated financial dues, and shallow new member education programs. As a result, organizations struggle to keep members active and engaged throughout their undergraduate careers yet still hope that, as alumni, they will reengage to give back to the organization or chapter via donations and networking connections.

DIAGRAM 2:

These common models of member recruitment, selection, education and initiation can promote a power differential akin to that within abusive and controlling relationships. The use of language, and techniques, that reinforces the separation of the members who were most recently invited into membership establishes the psychological othering often found in the mistreatment of one human to another. Collecting one group of non-initiated members into a cohort with fewer rights, less control, and limited organizational knowledge, establishes the climate in which they can be marginalized and devalued by initiated members. The differential of us and them creates the cognitive dissonance necessary to condone and perpetrate acts of physical, mental, and emotional hazing.

A more sustainable model emerges in a newly proposed mentorship model that combines what mentees need and what mentors can provide. The mentee is sought out - not recruited - and developed into a protégé. This places more impetus for success on the mentor. Mentors receive training, and thus the potential for a lifetime of mentoring and advising is created.

DIAGRAM 3:

The value of mentorship in the college experience has received high profile attention following years of studies indicating the positive impact peer mentorship conveys on academic performance and leadership skill development[1]. The peer to peer interactions, role modeling, and social integration offered by formalized peer mentoring programs serves to ease the transition of new students while promoting positive short and long term academic and social outcomes.[2 3]. The generalized assertion peer mentoring is good for all students supplements findings that peer mentoring for historically underrepresented populations counteracts the imposter syndrome[4 5]. The application of these peer mentoring techniques in alignment with the core principles of fraternities and sororities will positively alter the student experience.

Shifting to power-neutral language, with holistically-oriented terminology, may reduce abusive behavior during the new member intake process. The removal of language and hierarchical structures inherent with "new member class," in favor of terminology and practices better aligned with mentoring relationships can potentially reduce the dehumanization often demonstrated in extreme acts of hazing. By connecting members who are joining with current members interested in serving as mentors, organizations can attempt to eliminate the othering that is often placed upon aspiring members. An intentional mentorship connection can create an environment that encourages the development of healthy one-on-one relationships, as opposed to reinforcing group separation and power dynamics based on the perceived status often awarded by length of time in an organization.

> Mentors need to invest in their mentees' learning and development every step of the way.

To achieve a more inclusive and power-neutral environment, terms such as bigs and littles should be replaced with mentor and protégé. The grouping of aspiring members into classes or lines should be reframed as cohorts of mentees. Connecting a mentor to an aspiring member as their guide through the onboarding process establishes a collaborative mindset while minimizing the feeling that individuals need to prove themselves. Additionally, by holding mentors accountable for the successful matriculation of potential members into the organization, both parties in the relationship have a vested interest in a successful onboarding experience.

Unlike the typical singular big-little relationship, the 'mentor-protégé' relationship is scalable. All too often, big brothers or sisters are selected by an organization, not because of the values they bring to the organization, but because of seniority or perceived necessity. By design, the mentor-protégé relationship is not burdened with the historical baggage associated with the singular big-little relationship. This will free organizations to identify, select, train, and monitor mentors with multiple mentees.

Many traditional big-little programs are not robust enough to facilitate the necessary education about the fraternity or sorority; nor do they foster the desired sense of commitment. Changing this dynamic will begin at the fundamental roots of the organization. Students identified as mentors will require training on their responsibilities for the growth and development of their mentees. These leaders must be trained on how to groom their mentees into protégés. They need to learn the fundamentals of leadership and mentorship, in addition to learning the guidelines and expectations of their campus and organization. There should be clearly communicated, deliberately stated, and measurable outcomes to determine success for the mentorship relationship.

Campus professionals can facilitate progress toward a mentorship model through the following steps:

1) Collect, review, and provide critical feedback on all current new member education programs;

2) Identify ways to insert mentorship fundamentals into the existing programs;

3) Connect chapters with on-campus mentoring and leadership offices to help revise onboarding processes;

4) Develop and provide practical examples of mentorship practices and activities;

5) Reward organizations that promote mentorship.

Campus professionals must push organizations to consider their current model and determine if it is producing the desired results. In doing so, it is important to understand the unique structures and needs of the organization. For culturally based groups with standardized intake processes, campus-based professionals can inquire as to what training - besides certification - is required of active members related to onboarding and mentoring their newest members.

Changing language is an important first step in the process of elevating what it means to be a mentee/protégé and mentor. New member education is not a time to prove oneself, nor is it intended to be a vetting process on the part of the organization; it is a time to learn, develop, and establish a mentoring relationship to be passed on. Mentors need to invest in their mentees' learning and development every step of the way. Mentors must understand that success for the organization requires more than simply getting the new member a gift. Mentees need to have tangible experiences they can speak to and apply in different aspects of their lives. They also need to define success and know their investment in the relationship is equal, if not more important, to that of the mentor.

[1] Kirp, D. L. (2016, August 20). Conquering the freshman fear of failure. New York Times. Retrieved from http://www.nytimes.com.

[2] Mattanah, J. F., Ayers, J. F., Brand, B. L., Brooks, L. J., Quimby, J. L., & McNary, S. W. (2010). A social support intervention to ease the college transition: Exploring main effects and moderators. Journal of College Student Development, 51(1), 93-108.

[3] Turner, P. (2016). Supporting freshman males during their first-year of college. College Student Journal, 50(1), 86-94.

As the fraternal industry looks to the future of the student experience, it must wrestle with the question of evolution, revolution, or dissolution. Is there an opportunity to return to the founding concept of mentorship and breathe new life into the fraternal movement? To this end, organizations, members, and professionals should ask themselves some important questions:

- What are we doing to promote power neutral language and interactions among our members?
- How are we promoting mentorship within our fraternities and sororities?
- How can we leverage our experiences as mentees, protégés, and mentors to act as role models for our student leaders?
- How can we move our governing bodies and executive leaders to promote mentorship and return to a guiding principle in the fraternity and sorority community?

The culture of the fraternity and sorority community is rooted in tradition, yet mentorship is a significant part of organizational history that has been systematically left behind. Helping students to reconnect with the concept of mentorship within their peer relationships can also help them to foster a better fraternity and sorority environment, and ultimately a better student experience.

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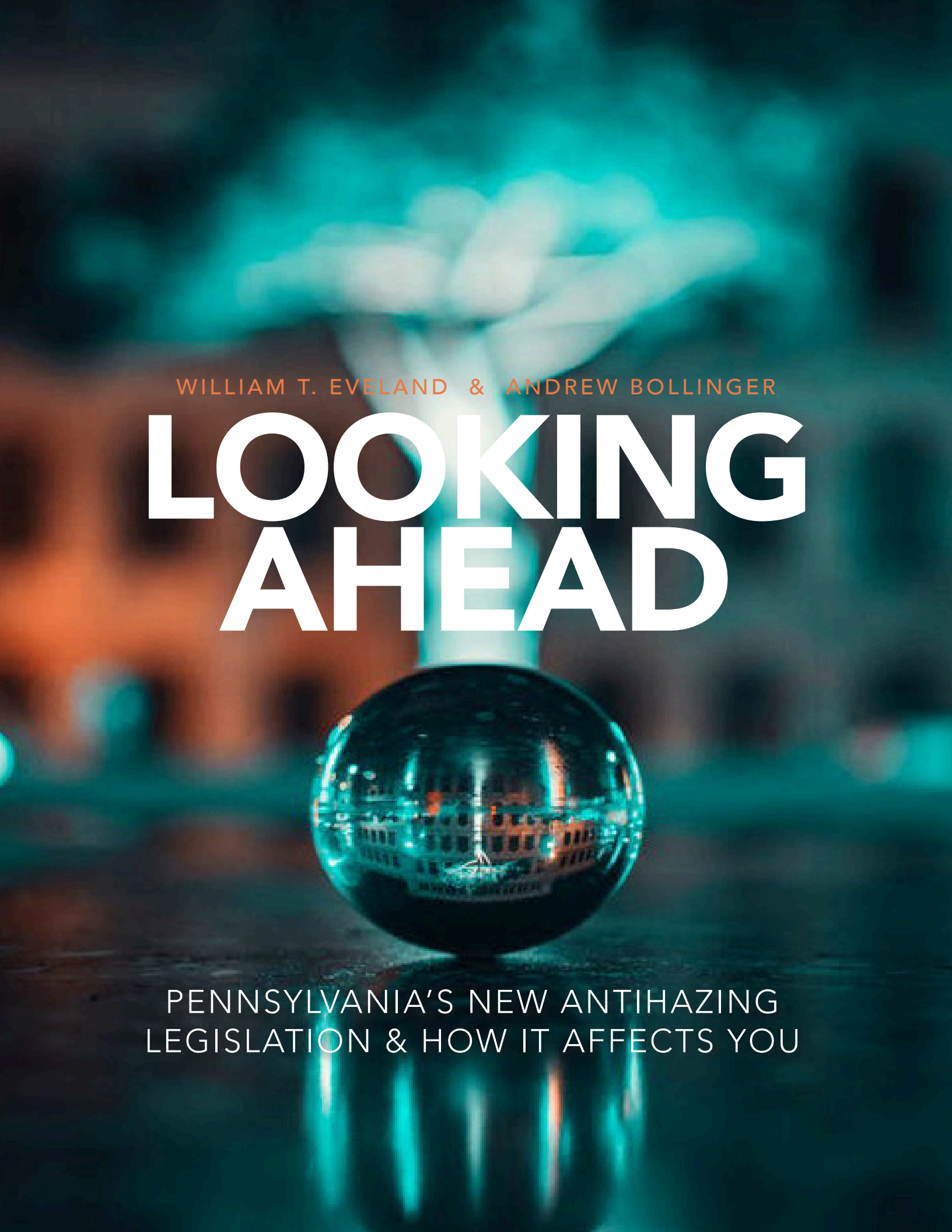
[4] Clance, P. R., & Imes, S. A. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. Psychotherapy: Theory, Research & Practice, 15(3), 241-24

[5] Parkman, A. (2016). The imposter phenomenon in higher education: Incidence and impact. Journal of Higher Education Theory and Practice, 16(1), 51-60.



WILLIAM T. EVELAND & ANDREW BOLLINGER

LOOKING AHEAD

PENNSYLVANIA'S NEW ANTIHAZING LEGISLATION & HOW IT AFFECTS YOU

In response to the tragic death of Timothy Piazza, Pennsylvania adopted legislation in October 2018 to prevent and criminalize hazing at colleges, universities, and secondary schools. The new legislation - the Timothy J. Piazza Antihazing Law, 18 Pa. C.S. § 2801, et seq. (the "law") - implements a variety of new requirements for higher education institutions and imposes some of the strictest criminal laws for hazing in the country. Below, we answer questions regarding requirements and implications of the new law.

▶ WHAT WAS THE MOTIVATION FOR PASSING THE ANTI-HAZING LEGISLATION?

Pennsylvania's anti-hazing legislation was enacted in the aftermath of Piazza's death and in light of several other national hazing deaths. Statistically, more than 200 college/university students have died from hazing-related incidents in the United States since 1830. Of those, nearly 50 have occurred in the past decade.[1]

To highlight, in February 2011, George Desdunes, a 19-year-old Cornell University student, died during a fraternity ritual that included being kidnapped, blindfolded, restrained with zip ties, and made to consume things such as strawberry syrup, the sugary powder Pixy Stix, and vodka. Desdunes died from alcohol poisoning.

In December 2013, Michael Deng, a pledge at Baruch College, died from head injuries he sustained from hazing during a ritual referred to as "The Gauntlet" and "Glass Ceiling." During this ritual, Deng was blindfolded and, while wearing a backpack filled with twenty pounds of sand, forced to run through several layers of brothers who repeatedly tackled him to the ice and snow-covered ground. Deng lost consciousness and died two days later. Deng's autopsy report identified the cause of death as closed head trauma (acute subdural hematoma) due to blunt force. In a virtually unprecedented move, the Pennsylvania Attorney General filed criminal charges against the national fraternity, that ultimately led to a guilty verdict at trial. The criminal case is currently on appeal before the Superior Court of Pennsylvania.[2]

In October 2016, Ryan Abele, a fraternity member at the University of Nevada-Reno, died 12 days after falling down stairs during an alcohol-fueled bid-acceptance party. During the event, pledges were blindfolded and each given a fifth of hard liquor to drink.

In September 2017, Maxwell Gruver, an 18-year-old student at Louisiana State University, died from acute alcohol intoxication after participating in a fraternity ritual where members forced him to drink while testing fraternity knowledge. Another pledge informed authorities Gruver was made to consume at least 10 - 12 "pulls" of 190-proof liquor.

Put simply, following the Piazza tragedy and a long string of other national incidents, Pennsylvania's legislature rightfully decided to act.

▶ WHAT IS THE TIMOTHY J. PIAZZA ANTIHAZING LAW, 18 PA. C.S. § 2801, ET SEQ.?

The law expands the scope of activities that constitute hazing and imposes criminal liability on individuals, colleges, universities, secondary schools, and organizations such as sports teams, fraternities, and sororities, on both a local and national level.

Under the new law, a person commits the offense of hazing if the person "intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student" to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug, or other substance that subjects the individual to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics, or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the person.[3]

A person will be guilty of "aggravated hazing" if the person commits an offense of hazing that results in serious bodily injury or death and either: (1) the person acted with reckless indifference to the health or safety of the minor or student; or (2) the person causes, coerces, or forces the consumption of an alcoholic liquid or drug. Aggravated hazing is considered a felony of the third degree.[4]

One of the components of the new law is the direct imposition of criminal liability on institutions and organizations. Here, "institution" is defined as "an institution located within [Pennsylvania] authorized

[1] Nuwer, H. (2019). Hazing deaths: 1737 - 2019. Retrieved from http://www.hanknuwer.com/hazing-deaths/
[2] Commonwealth of Pennsylvania v. Pi Delta Psi Fraternity, Case No. CP-45-CR-002578-2015.
[3] 18 Pa. Stat. and Cons. Stat. Ann. § 2802.
[4] 18 Pa. Stat. and Cons. Stat. Ann. § 2803.

to grant an associate or higher academic degree."[5] "Organization" is defined as any of the following: (1) a fraternity, sorority, association, corporation, order, society, corps, club or service, social or similar group, whose members are primarily minors, students, or alumni of the organization, an institution or secondary school; or (2) a national or international organization with which a fraternity or sorority or other organization is affiliated.[6]

Under the law, institutions and organizations can be held criminally liable if they "intentionally, knowingly or recklessly promote" hazing or aggravated hazing.[7] Fines can range up to $5,000 for each hazing offense and $15,000 for each aggravated hazing offense, and may additionally include any other relief as a court deems "equitable."[8]

▶ WHAT DOES THE NEW LAW REQUIRE?

The law requires the immediate adoption of anti-hazing policies by higher education institutions and imposes bi-annual reporting obligations on them.

Each institution must maintain a report of "all violations of the institution's anti-hazing policy or Federal or State laws related to hazing that are reported to the institution." The contents of the report must include: (1) the name of the subject of the report; (2) the date the subject was charged with a violation of the institution's anti-hazing policy or federal or state laws related to hazing; (3) a general description of the violation, investigation, and findings; and (4) the date the matter was resolved.[9]

Each institution and secondary school must adopt a written policy prohibiting hazing and, pursuant to that policy, adopt rules prohibiting students or "other persons associated with an organization" from engaging in hazing. Each institution and secondary school must also provide a program for the enforcement of its anti-hazing policy and adopt appropriate penalties for violations of the policy, which may include: fines, withholding diplomas and transcripts, withdrawal of formal recognition, probation, suspension, dismissal, or expulsion. The initial report was due on January 15, 2019 and required information from the previous five years. Moving forward, reports will be due bi-annually on January 1 and August 1.[10]

▶ DOES THE NEW LAW PERMIT CIVIL ASSET FORFEITURE?

Yes. Upon a conviction of aggravated or organizational hazing, the statute expressly authorizes the forfeiture of any "property which was involved in the violation for which the defendant was convicted," in accordance with Pennsylvania statutes on asset forfeiture. The law, however, does not provide additional guidance on such forfeiture.

▶ DOES THE LAW LEAVE ANY UNANSWERED QUESTIONS?

Yes. The new law has several ambiguities that remain unanswered. For instance, how does the new law apply to persons "associated with an organization" if those persons are not students or employees? Further, can an institution be sued in civil court for not following the statute? The law does not address the imposition of civil liability. Additionally, the new law states institutions must report "all violations that are reported," but what exactly does this mean? Is the reporting requirement limited to violations that have been "admitted" or "adjudicated," or does it broadly include "allegations?" And what does it mean to say a matter has been "resolved?"

Further, the report must provide the name of the "subject of the report," but how do you include student information without violating the Family Educational Rights and Privacy Act's (FERPA) prohibition against disclosing "personally identifiable information?"

Lastly, how broadly will courts permit the forfeiture of assets, particularly in light of the Supreme Court's recent decision that drastically scales back the practice of asset forfeiture?[11] In short, many questions remain about the new law.

▶ CAN WE EXPECT ADDITIONAL LEGISLATION IN THE FUTURE?

Yes. On the heels of Pennsylvania's new anti-hazing law, other states have taken similar action and turned to the Pennsylvania law for guidance.

Indiana Rep. Terri Austin, for instance, introduced House Bill 1526 in early 2019, which would require higher education institutions to compile reports of hazing violations, report incidents on their school websites, and notify law enforcement of any hazing allegation involving serious bodily injury. Reports on schools' websites must include the name of the organization, a description of the incident, and date the organization was charged with misconduct. Significantly, the bill also imposes new criminal penalties. Any person who engages in hazing where serious bodily injury results, but fails to seek medical assistance, is guilty of a felony offense. Furthermore, the bill forbids the use of "implied or express consent" as a defense against hazing charges. Notably, the bill carves out an exception for persons or organizations (other than the person committing a hazing offense) if they report a hazing incident and participate in judicial proceedings in good faith.

Similarly, the New Jersey Senate recently passed bipartisan legislation that prevents in-state college students that are

[5] 18 Pa. Stat. and Cons. Stat. Ann. § 2801.
[6] Id.
[7] 18 Pa. Stat. and Cons. Stat. Ann. § 2804-2805.
[8] Id.
[9] 18 Pa. Stat. and Cons. Stat. Ann. § 2809.
[10] 18 Pa. Stat. and Cons. Stat. Ann. § 2808\

convicted of hazing from receiving state financial aid. New Jersey Sen. Leader Tom Kean made it clear "if you haze a classmate, the state will not fund your education. Students can choose to value their time on campus and treat others with respect, or find another way to pay for it."[12] New Jersey Sen. Kip Bateman, who represents the district where Piazza lived, added the death of Piazza demonstrates a need for tougher legislation. Bateman stated, "Our entire community was devastated by Tim's tragic passing. No parent should have to lose their child in such a horrific way."[13] In the current climate, it is highly likely other states will follow Pennsylvania, Indiana, and New Jersey.

" If you haze a classmate, the state will not fund your education. "

▶ WHAT DOES THIS MEAN FOR YOU, AS PROFESSIONALS?

Given the rapid changes in anti-hazing legislation, it goes without saying educational institutions and fraternity and sorority organizations must stay on top of legislative updates and modify policies and practices appropriately. Schools and organizations that are astute may be able to minimize civil and criminal liability. The proposed Indiana bill, for example, provides an exception to civil damages and criminal penalties for persons, local organizations, and inter/national organizations that report hazing in good faith, participate in judicial proceedings in good faith, and employ or supervise the reporting of hazing violations. A prudent organization should modify its policies and practices to take advantage of this exception.

Furthermore, it is important for educational institutions and fraternity and sorority organizations to voice their policy views to state lawmakers. The Indiana bill, for instance, initially contained a mandatory requirement that all hazing reports be reported to the Indiana Commission for Higher Education. Indiana University, Purdue University, and others opposed this requirement, and the requirement was left out of the final version of the house bill. Similarly, a community college was exempted from the public reporting requirement in the final house bill. Proactive engagement with state lawmakers in the early stages of a bill can result in more favorable legislation.

If you would like to learn more about these changes or discuss how your institution or organization can update its policies, feel free to contact the authors directly.

[11] Timbs v. Indiana, No. 17-1091, --- S.Ct. ---- (U.S. Feb. 20, 2019)

[12] Insider NJ. (2019, Feb. 21). Bipartisan anti-hazing bill passes Senate. [Press release]. Retrieved from https://www.insidernj.com/press-release/bipartisan-anti-hazing-bill-passes-senate/

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FROM PERSPECTIVES TO PRACTICE

On average, American adults process 34 gigabytes (more than 100,000 words) of information daily . Our lives are flooded with Google searches, YouTube videos, Facebook and Twitter posts, and a never-ending feed of suggested reading, watching, and listening. Media consumption is a constant task – conscious and subconscious – to separate the trivial from the significant, process new information and discern meaning.

Perspectives provides a forum for ideas, opinions and experiences that is thought-provoking and innovative; shares new information; highlights best practices; and challenges thought. As a quarterly publication, we recognize Perspectives is a microscopic part of your general – and professional – information consumption reality. We want to ensure the content published in Perspectives is communicated, positioned, and promoted in a way that maximizes impact by encouraging continued discussion and informing practical application.

"From Perspectives to Practice" aims to provide a guide for learning through a focus on continued discussion, engagement, and action. You'll find this section at the end of each issue. We hope it helps you critically examine the viewpoints offered, make meaning of the content, and identify ways for further engagement through applying the ideas in these pages to your everyday practice.

MAKING THE MOST OF THIS PUBLICATION

1. Engage with the content : Read the article more than once, and as you are reading, do the following:

- Identify one important concept, research finding, theory, or idea you learned
- Determine why you identified that piece of information as important
- Apply what you learned from the article to some aspect of your work
- Take it a step further: What question(s) does the article raise for you? What are you still wondering about? What do you agree or disagree with?

2. Highlights & Insights - Reflect : what stood out to you in each article? What new information was presented? Did you experience any "aha" moments?

3. Share & Discuss : Take those highlights and insights and discuss them with friends. Share them with stakeholders. Create an idea pipeline and see how the concept(s) evolve.

4. Write About It : Did something resonate with you? Frustrate you? Did reflection lead to brilliance? Put those thoughts into words and add your own viewpoints to the discussion.

5. Put it into practice : What is a key takeaway that can inform your work? How can you take that information and apply it? What is realistic? What is a longer term goal?

**Adapted from the 2017 Unmistakable Creative post, "A Quick and Effective Guide to Remember and Apply What You Read."*

CONTINUED DISCUSSION

Where Do We Go From Here?: "Unfreezing" Fraternity and Sorority Life

> **Discussion Question:** This article centers on Kurt Lewin's change model to "unfreeze," "change," and "refreeze." Within this process is a need to "melt" a structure so it can take new shape. What are some of the structures within Fraternity and Sorority Life that need to "melt" so new structures can emerge?
>
> **Discussion Question:** The author references a need to identify and learn from "innovation failures." What is an example of an "innovation failure" within the field and how can we learn from it?

Are Your Members Career Ready?

> **Discussion Question:** How is membership in a fraternity or sorority typically viewed as an avenue to increasing career readiness? How can thinking evolve related to the ways fraternal membership can aid in career preparation?
>
> **Discussion Question:** How can a competency-based membership model help align the fraternity and sorority experience with institutional objectives?

A Framework for the Fraternity/Sorority Labor Market

> **Discussion Question:** The authors of this article raise several questions about emerging trends within the fraternity and sorority labor market. One of these trends is "a pattern of unfilled positions, reposted positions, extended or failed searches, interim appointments, and a high volume of new position postings has emerged over the last year." What underlying causes might drive this new trend?
>
> **Discussion Question:** Think about your current workplace and office structure. What short term and long term changes can be made to meet needs within this new labor market framework?

From Listening to Learning: Using Podcasts to Spark Creativity in Educational Programs

> **Discussion Question:** The author writes about thinking creatively to meet the needs of a student demographic described as "high-achieving." Think about your specific role and the stakeholders (students, alumni, clients, etc.) you work with. What needs might exist that call for a different way of thinking?
>
> **Discussion Question:** Consider an educational program your department, organization, or company currently hosts. How can you pull from outside sources to help inform creative enhancements to the program?

Returning to Our Roots: Mentorship in the Fraternal Movement

> **Discussion Question:** The authors suggest new member education - across all forms - has lost its emphasis on mentorship. Think about the organizations or chapters you work with - is this true? If so, where do misguided priorities and/or practices exist within those new member education processes/programs?
>
> **Discussion Question:** The authors outline several ways to refocus new member education that can create healthier and safer experiences for students entering an organization. How can suggestions from the article be utilized and translated to help students buy in and create lasting change?

Looking Ahead: Pennsylvania's New Antihazing Legislation and How it Affects You

> **Discussion Question:** Recognizing legislation such as that referenced in the article will continue to emerge, what can your institution and/or organization do now to prepare for these legal changes?
>
> **Discussion Question:** Currently, the focus of this legislation is geared toward educational institutions. Regardless, how can inter/national organizations be good partners in responding to and preparing for legislative changes such as those discussed in the article?

CONTINUED ENGAGEMENT

Read the following Essentials and Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors articles that relate to the topics discussed in this issue:

- **March 2019 Essentials:** Do We Really Need to be #AFAFamous? by Kristen Kardas
- **March 2019 Essentials:** Focus on the Formative, not Transformative by Alex Dudek & Audrey Graser
- **March 2019 Essentials:** Cult of Convenience by Sam Waltemeyer

Check out the following books, articles, podcasts, or videos/shows that can enhance discussion of topics in this issue:

- What Matters Now: How to Win in a World of Relentless Change, Ferocious Competition, and Unstoppable Innovation" by Gary Hamel
- YouTube video: Grant Wiggins - "Understanding by Design" that "provides a framework for improving student achievement that helps teachers clarify learning goals, devise assessments that reveal student understanding, and craft effective learning activities."
- The Disruption Lab blog *(www.thedisruptionlab.com)*

Ongoing professional development opportunities tied to this issue theme:

- Take a look at the article, "19 Social Innovation and Social Impact Conferences You Can Attend Each Year" on www.causeartist.com. In particular, check out the Agents of Change Summit in San Diego, CA in 2020 and The Collaborative Conference in Boston, MA this June.

CONTINUED ACTION

1. Read and/or consider contributing to upcoming editions of Essentials and Oracle
2. Select an article to discuss at an upcoming staff or division meeting, council meeting, with students, etc. – use it as a discussion topic to kick off the meeting and then share the conversation's outcome with the hashtag #AFAPerspectives
3. Review the Association of Fraternity/Sorority Advisors Core Competencies and identify ways the content relates or doesn't relate – how can you use the information gained to continue to build your professional competence?
4. Circulate an article that resonates with stakeholders based on your campus, organization, vendor, or company's circumstances
5. Look outside of the industry – what concepts relate, challenge, and/or inform our thinking and practice? Who else can we learn from?
6. Reflect and write for a future issue of Perspectives: The current 2019 themes are "lived experiences" (Issue 2) and "workplace environments" (Issue 3) – email *borton@deltau.org* or *brookegoodman01@gmail.com* with questions, article ideas, and/or submissions
7. Stay curious: Ask questions, challenge ideas, and see how this content can spark ongoing thought and practice

CALL FOR PERSPECTIVES AUTHORS

We want you to write for AFA Perspectives!

CONTACT THE 2019 EDITORS
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